



# Forms and Functions of Literacy

## Te Ao Mārama

Within an enabling environment, children expand their interest and use of a range of literacy forms and their functions.

### Practices to help you respond at Te Ao Mārama:

- › Use these practices to work one-on-one with a child (or small group) based on what you've noticed.
- › Talk with others about what these practices might look like in your setting.
- › Test your thinking by looking at adjacent phases.
- › Note that these practices are not exhaustive, and you might think of others.

## 1

### Cultural literacy forms and functions

Provide many opportunities for mokopuna to experience and explore the forms and functions of cultural literacies.

- Ensure all children have opportunities and encouragement to express their cultural identities through literacies such as song, oration, or performance. Invite children to share special interests and strengths with their peers.
- Foster children's creativity by offering props and resources associated with cultural forms of artistic expression. Talk about the meaning, values, and significance of these, as they are communicated through elements such as patterns or movements.

## 2

### Social literacy forms and functions

Provide opportunities for mokopuna to experience and explore social literacy forms and functions.

- Prompt mokopuna to draw on literacy forms and functions as part of their play as they create, express, and explore, e.g. using reference books for ideas, making signs, lists, plans and maps.
- Ensure that resources are accessible throughout the setting, both indoors and outdoors, to prompt engagement with diverse literacy forms and functions, e.g. clipboards, paper and pens near the sandpit or woodwork area for recording plans; recipes, note pads and pens for use in dramatic play.



- c. Draw attention to different types of texts, their specific form and purpose, e.g. how a recipe looks and functions compared with a story in a picture book or how finding information on a digital device differs from using a book.

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### 3

#### **Retelling and creating stories**

Provide regular opportunities for children to actively engage in retelling and creating stories.

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- a. Encourage mokopuna to create and tell stories to others based on current or recent events, cultural references, favourite movies, or books. Facilitate the use of props, both found and purpose-made.
- b. Incorporate storytelling into regular routines such as group times where mokopuna are able to relate their own stories as well as listen to stories of others.
- c. Model ways to record stories using a range of media including print, art, audio, still and moving images. Encourage mokopuna to dictate their stories or record them in their own way.

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### 4

#### **Thinking critically about texts**

Support mokopuna to think critically about texts.

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- a. Expand the range of literacy forms and resources to reflect diverse cultures, abilities, gender roles, family structures, feelings, and experiences.
- b. Allow time for mokopuna to think about the perspectives posed by various texts, and to consider alternatives, e.g. invite mokopuna to consider how a story's hero could be a different gender or how an advertisement's image could be altered to better represent them and their whānau.
- c. Scaffold mokopuna to check the reliability of information, e.g. "Does that sound right to you?", "I wonder what other people say about that?" and model the habit of looking for information from more than one source.
- d. Encourage mokopuna to share different points of view and different understandings of the media they use in the centre.